



Interactive and multidimensional - I learned new content, new instructional strategies, and new perspectives

- Assistant Principal, High School, Series 5, Cohort 6

Interacting and discussing with different colleagues from all over NJ to discuss solutions to build the capacity of educators to develop technology-infused instruction.

- Assistant Principal, Elementary, Series 5, Cohort 6



New Jersey Leadership Academy

Upcoming Sessions

NJLA 7 sessions will be held synchronously online on the dates listed below. You MUST register for the three-day academy, choose a date and take Session 1 first, and then complete Sessions 2 and 3 in either order.

Register for NJLA 7

Session 1

Nov. 12, 2020; 9 am - 1 pm
 Nov. 30, 2020; 9 am - 1 pm
 Dec. 7, 2020; 12:30 pm - 4:30 pm
 Jan. 21, 2021; 9 am - 1 pm
 Feb. 18, 2021; 9 am - 1 pm
 Mar. 1, 2021; 12:30 pm - 4:30 pm
 Apr. 26, 2021; 9 am - 1 pm

Session 2

Nov. 23, 2020; 12:30 pm - 4:30 pm (sold out)
 Dec. 8, 2020; 9 am - 1 pm (sold out)
 Dec. 17, 2020; 9 am - 1 pm
 Jan. 7, 2021; 12:30 pm - 4:30 pm
 Feb. 9, 2021; 9 am - 1 pm
 Feb. 23, 2021; 12:30 pm - 4:30 pm
 Mar. 3, 2021; 9 am - 1 pm
 May 17, 2021; 9 am - 1 pm

Session 3

Nov. 9, 2020; 12:30 pm - 4:30 pm
 Nov. 17, 2020 9 am - 1 pm (sold out)
 Dec. 14, 2020; 12:30 pm - 4:30 pm (sold out)
 Jan. 5, 2021; 9 am - 1 pm (sold out)
 Jan. 11, 2021; 9 am - 1 pm
 Feb. 4, 2021; 12:30 pm - 4:30 pm
 Mar. 5, 2021; 9 am - 1 pm
 Mar. 16, 2021; 12:30 pm - 4:30 pm
 Mar. 25, 2021; 9 am - 1 pm
 Jun. 7, 2021; 9 am - 1 pm

\$450 for three courses.



Series 7: LEADing for An Equity Revolution: Learning from Our New Realities

www.njpsa.org/NJLA7/

#NJLA7



For more information, please contact **Donna McInerney** at NJPSA/FEA at (609) 860-1200 or dmcinerney@njpsa.org or **Frank Borelli** at NJASA at (609) 599-2900 or fborelli@njasa.net.

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#NJLA7

LEADing for An Equity Revolution: Learning from Our New Realities

It is a time of hope, of transformation and of innovation in education. In the span of three short months our NJ educational system has been disrupted, put into chaos and shock from the normal routines of brick and mortar schools to learning routines and structures in a virtual environment. Inequities in the system have been uncovered. The lessons learned in that short period of time, however, have the potential power to strengthen and create a catalyst to change our systems of learning in ways that will grant all students the door to personalized and purposeful learning. **The three sessions of the New Jersey Leadership Academy 7 will challenge leaders to develop strategies and actions to answer the following questions:**

- How do we leverage what we have learned to build sustainable and equitable learning structures across all schools?
- What challenges should we prepare for and how can those challenges be addressed?
- How will we maximize new learning structures to meet individual student needs, with a focus on students who have been (traditionally) marginalized?
- How do we create partnerships, outreach and resources to empower the voices of the learning community to solve problems that prevent us from serving all students?
- How do we continue to prepare for the future and be flexible, despite the many uncertainties we still face?

Links

Professional Standards for Educational Leaders: www.npbea.org/psel



FEA's PSEL Tool: www.njpsa.org/psel-leadership-reflection-and-growth-tool

Teacher Leader Model Standards: www.tinyurl.com/teacherleaderstandards

NJLA Series 7

What is NJLA?

- A cohort-based learning opportunity that sustains learning over three sessions and provides a process for continuous improvement
- Professional learning that encourages the sharing of expertise across leadership roles and responsibilities
- Content that connects actionable steps to the core attributes within the Professional Standards for Educational Leaders and the Teacher Leader Model Standards to strengthen leadership skills
- Sessions developed and presented by current district and school-based practitioners with expertise in the content

Who should attend?

Superintendents and assistant superintendents, principals and assistant principals, supervisors, directors, college faculty, teacher leaders — in **TEAMS** or individually.

Why attend?

NJLA 7 participants will engage in quality, engaging professional learning activities that leaders can apply immediately to their practice. Series 7 topics were selected based on educational priorities currently being discussed at the state and local level and on the identified needs of hundreds of leaders.

When?

Ten cohorts will be offered for NJLA 7 at FEA and several off-site venues so that you can find the time and location that works best for you and your **TEAM**.

NJLA Series 7: LEADing for An Equity Revolution: Learning from Our New Realities

Session 1 - The Equity Imperative: Embracing the Change Equity Inspires

PSEL: 3 and 10; Teacher Leader Domains I and II

Change is imperative! Change with a lens toward equity is essential! Our educational community deserves a system of learning that engages learners differently - less from a linear or hierarchical process and more from the involvement of students and parents as active partners in the change process. Participants will engage in activities and develop strategies to answer the following questions:

- What is our vision for learning in the future - what does the system look like, how will it operate, and what outcomes would we see?
- What are unexpected learnings from our recent move to emergent virtual learning and how do we leverage those experiences to build capacity to institute change?

- How willing are we to learn from our experiences and the voices of our community to embrace the needed changes?
- How do we keep equity at the center of our conversations?
- What shifts in mindset must we have to work towards ensuring that all learning opportunities are equitable for all?
- How do we create resiliency in our educational community to promote and sustain the needed changes?
- How do we know we have achieved equitable access for all demographics?

Session 2 - Climate and Culture: Nurturing Strong, Resilient Relationships for Adults and Students

PSEL: 3, 7, 8 ; Teacher Leader Domains I, II, and VI

CAR: Culture: Communication of Connections and High Expectations

Deep learning can only occur when leaders create the conditions to foster relationships that create safety, trust, emotional stability, belonging, and respect. Strong relationships are at the core of a healthy climate and culture in our classrooms, schools, districts, and communities. Participants will be connected to strategies and conversations that will allow them to adapt and design a strong climate and culture by addressing the following questions:

- What is a healthy climate and culture in a school? What would we see and feel?
- How would adults and students respond in a positive climate and culture?
- What is the climate and culture of the community? How has that changed because of the pandemic?

- How do school leaders create inclusive and equitable school cultures?
- What actions can leaders take to create the conditions that invite staff and students to be empowered to engage in connected and trusting relationships that result in high levels of learning?
- How do we create interdependence for “team think and action” within the schools or across schools that builds strong relationships and creates a pathway to making responsible and practical decisions?
- How do we use Social and Emotional Learning competencies to build and sustain resilient cultures?

Session 3 - Culturally Responsive Teaching: Leading Instruction That Empowers Deep Student Learning

PSEL: 3, 4, 10; Teacher Leader Domains II and IV

CAR: Culture: Climate for Learning

The time is now! Leading the implementation of a culturally responsive teaching curriculum begins with engaging staff in honest conversations to surface and act on personal and institutional biases that create barriers to impact instruction. Leaders must support staff in developing and implementing instructional practices that are both reflective of students' diverse backgrounds and identities while celebrating and acknowledging the wealth of experiences they bring to the classroom and the content they are learning. Participants will come together to address and plan actions for the development of a strength-based mindset for instruction by answering the following questions:

- How is culturally responsive teaching defined?
- What assumptions and/or biases must be challenged to

- support inclusive learning environments?
- What are the essential dispositions that leaders need in order to strengthen culturally responsive teaching practices in all classrooms?
- How are we leading staff to support them in assisting students to flex their “learning muscles” (Zaretta Hammond) to engage in deep learning?
- How can we incorporate social and emotional learning to improve student's confidence?
- What are teaching practices and student strategies that will strengthen student competence?
- How do we use a data driven feedback process to enhance learning for all students?